

I, Mrs. Maziarz became her moral support, her confidant. She had a strong character and she followed all suggestions given to her to the "T". She felt that sometimes she was not believed when she recounted incidents involving students.

I witnessed the pressure which was put on Ms. De Leon. Discipline problems with students were analyzed closely, Ms. De Leon informed me. She followed the rules set by our red student notebook, she took classes for effective discipline and applied them.

Then one day, Ms. De Leon shared with me that an affluent student's parents brought to the attention of our principal that she had been incorrect in regard to their son. Consequently, a situation developed between Ms. De Leon and our principal and the school board became aware of it at some point. Even though it was not a daily confrontation, it ran its course for 10 years.

Everyone in the administration was very professional with the then 4 member department. Enthusiasm, motivation and improvement for all levels (1 to 5) were our goals, encouraged by our principal George Deshner, who was a formidable promotor of foreign languages.

Her expertise in the Spanish language and Spanish Literature made her an excellent replacement for Gloria Conde, a former Cuban native who was retiring. Ms. De Leon a former Mexican citizen, was more fluent in Spanish than me, a former French citizen with Spanish descendants. I must add that her former music teacher position in Mexico City brought a great deal of cultural points into her classes.

Ms. De Leon and I have taught together in the Meadville Area School District, at the Senior High School since she transferred from Cochran Junior-Senior High School until her dismissal.

Subject: Testimony related to colleague Spanish teacher Claudette De Leon.

From: Janine G. Maziarz
French-Spanish Teacher, retired.

To whom it may concern,

526 Chestnut Street
Meadville, PA
April 22, 2006

Her teaching never changed, her objective of teaching conversational Spanish at its best, and introducing new methods for more efficiency.

When observed by the administration, she followed their recommendations accurately. She shared directives with me. She was worried, overwhelmed by the extra reports she was to turn in to the administration. The assistant principals working a that time increased the pressure on her.

She became a strong target and cried a lot out of despair. She went under medical care for her depression. Her teaching was never neglected, it improved. The students had a routine which they followed well, it was their duty to comply. She shared her techniques with me.

Since she had lost her own classroom and had become again a traveling teacher she taught in my classroom two periods a day. Occasionally I had to go into that room and her classes always brought out my admiration for her skills.

She shared her concerns about being reprimanded for talking in hallways or being late at the cafeteria for study hall, when everybody else were trusted in performing their duties.

When she expressed firmly her plan of action against the school district in a meeting, she was surprised of being accused of raising her hand at Mr. Deshner. She never raised a hand at her children.

It is too common for adults to see all Mexican people as uncivilized, incompetent and uneducated. Ms. De Leon is an American citizen, well educated in the Fine Arts, and promoter of the education of young people, as are her mother and siblings who are strongly involved in schools and teaching.

The above is the information that I have seen and heard while teaching with Ms. De Leon.

Sincerely yours,

Janine G. Maziarz
Janine G. Maziarz

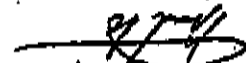
Subscribed to before me this 24th day
of April, 2006.
(Seal) *Janine G. Maziarz*
Notary Public

My commission expires:
Notary Seal
Melanie G. Jackson, Notary Public
City of Missoula, Crawford County
My Commission Expires Apr. 24, 2008
Member, Pennsylvania Association of Notaries
COMMONWEALTH OF PENNSYLVANIA

CONFIDENTIAL

Clinical Psychologist

Michael Mercatoris, Ph.D.



Sincerely,

Claudette DeLeon is currently a patient under the care of myself and Gregory L. Richards, M.D. of this practice for the treatment of recurrent severe depression. Because of her current psychological status I have advised her to take of work from 3/13/02 to 3/17/02. If there are any questions regarding this please feel free to contact this office.

To Whom It May Concern:

Re: Claudette DeLeon

March 12, 2002

Michael Mercatoris, Ph.D. & Associates, P.C.
462 Chestnut Street • Meadville PA 16335 • 814-336-6308 • FAX 814-337-6067

Clinical Psychologist

Michael Mercatoris, Ph.D.



Please be advised that
I will comply with your
suggestions as stated on your
evaluation performed on
Thursday 3-07-02.

To: Mr. John Higgins
From: Claudette de Leon
RE: Classroom Evaluation
Date: 3-13-02



3/18/02
Claudette deLeon

I will comply with the above directive

PC: Mr. Emil M. Spadatore, Jr., C.C.S.D., Solicitor
Mr. George Deshner, Principal - Meadville Senior High
Personnel File
MED/cak

Michael E. Dolecki
Superintendent of Schools

Michael E. Dolecki
Sincerely

Please acknowledge your willingness to comply with this directive on or before Friday, March 22, 2002.

Please be advised that you are hereby suspended, with pay, from your teaching position at the Meadville Area Senior High School as of March 18, 2002. You are further hereby directed to submit to a psychiatric evaluation and the District will advise you of the time and date of your appointment with a psychiatrist to be selected. This action is based on the medical excuse that you presented to the administration of Meadville Area Senior High School on March 14, 2002.

Dear Ms. deLeon:
Claudette deLeon
11983 Eureka Road
Edinboro, PA 16412

March 18, 2002

OFFICE OF THE SUPERINTENDENT

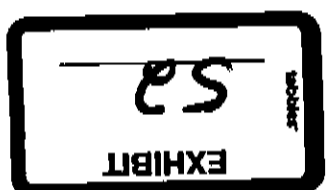
CRAWFORD CENTRAL SCHOOL DISTRICT



Instructional Support Center
11280 Mercer Pike
Meadville, Pennsylvania 16335-9504
Telephone: (814) 724-3960
FAX: (814) 333-8731
www.craw.org

Michael E. Dolecki, Superintendent

Charles E. Heller III
Assistant Superintendent
Bryan G. Sampson
Business Manager and Secretary
Kathy K. Thomas
Director of Curriculum & Instruction
Nicholas J. Chetopovich
Director of Special Services
John M. Bauer
Superintendent of Buildings & Grounds
Richard L. Fraker
Coordinator of Technology



Sent Certified Mail on April 25, 2002

PC: Mr. Charles E. Heller, III, Asst. Superintendent
Mr. Emil M. Spadatore, Jr., School District Solicitor
Mrs. Patricia A. Dearborn, C.C.E.A. President
Personnel File

MSD/cak

Michael E. Dolecki
Superintendent of Schools

Sincerely,
Michael E. Dolecki

The phone number for Dr. McFadden's office is 1-724-981-5601. You are encouraged to call my office if you have any questions.

Take 79 and exit at the Mercer Exit; take Rt. 62 to intersection of Rt. 18 and 62 (at the Shenango Mall); make a left onto Rt. 18 (heading towards West Middlesex); at the corner where there will be a Sheatz and Combine Bros. Restaurant; turn right and go up the hill past the cemetery and turn into the 2nd entrance to UPMC; right onto Memorial Drive; left onto Green Street. It is the Red Cedar Solar Building with a big blue sign "Green Street Building". The office is listed as UPMC Behavior Health.

Please be advised that a psychiatric appointment has been rescheduled for you with Dr. McFadden in Farrell, Pennsylvania, on Friday, May 3, 2002, at 1:30 P.M. The directions to his office are the following:

Claudette deLeon
11983 Eureka Road
Edinboro, PA 16412
Dear Ms. deLeon:

April 25, 2002

OFFICE OF THE SUPERINTENDENT

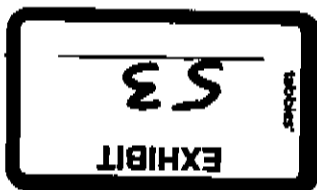
Michael E. Dolecki, Superintendent

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CRAWFORD CENTRAL SCHOOL DISTRICT

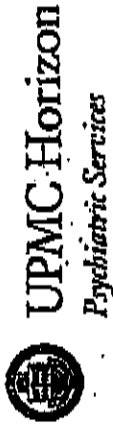


Charles E. Heller III
Assistant Superintendent
Shawn G. Sampson
Business Manager/Board Secretary
Kathryn K. Thomas
Director of Curriculum & Instruction
Nicholas J. Charapovich
Director of Special Services
John M. Bauer
Supervisor of Buildings & Grounds
Richard L. Fraker
Coordinator of Technology



#20

Ronald D. McFadden, MD
1980 Green Street
Farnell, PA 18121
724-880-7187
Lic.#



A hospital of UPMC Health Systems

Name Claudette DeLeon Age _____
Address _____ Date 5/17/02 Refill _____
Times _____

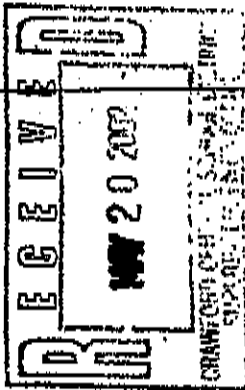
Rx

Claudette is unable
to return to work
without restriction as
of 5/3/02. Letter to
follow.

Ron McFadden MD DEM

In order for a brand name product to be dispensed, the prescriber must handwrite "Brand Necessary" or "Brand Medically Necessary" in the space below.

Pres007



FILE COPY

AN EQUAL RIGHTS AND OPPORTUNITIES SCHOOL DISTRICT

File:CD:\nsl\misc\MED\Confidential\Files\delsonDrApp3-22-02.doc

Sent Certified Mail on March 26, 2002

PC: Mrs. Patricia Deardorff, C.C.E.A. President
Mr. George Deshner, Principal - Meadville Senior High
Mr. Emil M. Spadatore, Jr., C.C.S.D. Solicitor
Personnel File

MED/cak

Superintendent of Schools

Michael E. Dolecki

Sincerely,
Michael E. Dolecki

Please call my office if you have any questions.

I also would like to reconfirm the District's willingness to consider discussing a paid leave for the remainder of the 2001-2002 school year based upon your resignation as a teacher in the Crawford Central School District.

Please be advised that an appointment has been made for you with Dr. Kenneth Bill at the Clarion Psychiatric Center on April 25, 2002, at 1:00 P.M. I am requesting that you call his office as soon as possible and confirm this appointment and provide pertinent information that is required before your visit. The number of Dr. Bill's office is 1-800-253-4906. Your medical insurance should cover all expenses for the appointment. In case the insurance does not cover expenses, Crawford Central will be responsible for costs. If an appointment can be made with a doctor prior to the above date, the District will notify you in writing.

Dear Ms. deLeon:

Claudette deLeon
11983 Eureka Road
Edinboro, PA 16412

March 26, 2002

OFFICE OF THE SUPERINTENDENT

Michael E. Dolecki, Superintendent

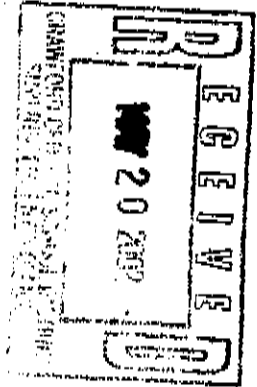
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CRAWFORD CENTRAL SCHOOL DISTRICT



Chas. Shaw
Business Manager/Board Secretary
Kathy K. Thomas
Director of Curriculum & Instruction
Nicholas J. Cheropovich
Director of Special Services
John M. Bauer
Supervisor of Buildings & Grounds
Richard L. Frazier
Coordinator of Technology

EXHIBIT
53(b)



FILE COPY



UPMC Horizon
Psychiatric Services

A hospital of UPMC Health System

Ronald D. McFadden, MD
1900 Green Street
Farell, PA 15121
724-903-7197
Lic #

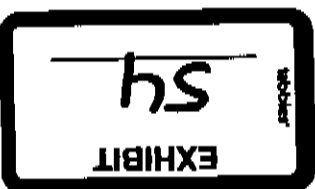
Name Claudette Wilson Age 51
Address 517/102
Rx 5/17/02
Refills 1

claudette is unable
to return to work
without restriction as
of 5/3/02. Letter to
follow.

Ben Mitchell MD DEAN
In order for a brand name product to be dispensed, the prescriber must handwrite "Brand Necessary"
or "Brand Medically Necessary" in the space below.

PW6007

#20



Teacher Claudette deLeon

Building Headville Area Senior High School

Subject Area Spanish I Date 3/18/02 Grade Level 9-12 Years of Service as a full-time employee in the District 12

8 - Satisfactory U - Unsatisfactory

1. PROFESSIONAL COMPETENCY

A. PREPARATION - PLANNING

ALL PROFESSIONAL STAFF SHOULD DEMONSTRATE THE ABILITY TO PREPARE, PLAN AND USE EFFECTIVELY INSTRUCTIONAL LESSONS APPROPRIATE TO THEIR TEACHING ASSIGNMENT.

The following criteria are guidelines for consideration:

Instruction indicates definite goals have been established in correlation with the curriculum.

Resources used in selection of instructional materials.

Teacher participates in peer-group discussion of teaching techniques.

Lesson plans were purposeful.

Comments

Has written plans, seating charts, plus special schedules available (when appropriate).
The room is attractive and neat (use of bulletin boards, posters, etc.).
Teacher adjusts the physical features of the room to provide a beautiful and meaningful environment.
Decor or room corresponds to curriculum.

Encourages and directs students interactions.
Attempts to motivate students in reaching levels of performance consistent with their ability.

Provides for student involvement in planning of classroom activities.
Provides alternative methods of study.
Maintains class control essential to the learning process.

Teacher demonstrates knowledge of the subject.

B. TECHNIQUE - TEACHING EFFECTIVENESS

ALL PROFESSIONAL STAFF SHOULD DEMONSTRATE THE ABILITY TO USE APPROPRIATE TEACHING TECHNIQUES TO ENHANCE TEACHER EFFECTIVENESS.

The following criteria are guidelines for consideration:

Uses auditory and visual aids purposefully.

Makes explanations clear and concise.

Uses student's experiences to motivate interest.

Uses a variety of instructional methods.

Stimulates interest and curiosity.

Obtains positive reaction from most students.

Makes effective use of community resources.

Comments

Lack of classroom control has effected the learning process. Students are sleeping in class, drawing pictures and talking freely around room while instruction is going on. Mrs. DeLeon has been unable to implement effective classroom management

C. TEACHER - STUDENT INTERACTION

ALL PROFESSIONAL STAFF SHOULD ENCOURAGE POSITIVE TEACHER - STUDENT RELATIONSHIPS.

The following criteria are guidelines for consideration:

Courtesy and tact - is polite, considerate, and respectful with students.

Attempts to maintain comradeness when working with students.

Encourages positive, professional relationship with students.

Strives to develop self-discipline such as responsible behavior, respect and honesty in the student.

Understands and respects differences in abilities, interests and needs of students.

Comments

Mrs. deLeon lacks consistency when dealing with matters of discipline in her classroom. Some students are reprimanded for specific behaviors in the classroom while others exhibiting the same behaviors go unattended.

II. PERSONAL CHARACTERISTICS AND TRAITS

A. RESPONSE TO SUPERVISION

ALL PROFESSIONAL STAFF SHOULD BE ABLE TO RESPOND EFFECTIVELY TO SUPERVISION.

The following criteria are guidelines for consideration:

Demonstrates ability to work with administrators in achieving educational improvements.

Observes administrative policies with respect to the time in work changes.

Responds to constructive criticism for improvement of the educational program.

Comments

Mrs. deLeon becomes argumentative and derogatory when meeting with administration regarding educational improvements. She continuously looks away or down at the floor when suggestions for improvement are being made.

B. ATTITUDE

ALL PROFESSIONAL STAFF SHOULD DISPLAY POSITIVE ATTITUDE TOWARD ACHIEVING EDUCATIONAL GOALS.

The following criteria are guidelines for consideration:

Displays interest, enthusiasm, flexibility and dedication as a teacher.

is polite and considerate.

Comments

Door attitude is shown during meetings with administration. Mrs. deLeon will argue with administrators and have emotional outbursts.

*Due to Mrs. deLeon's leave of absence, the Appendix A (Professional Growth Opportunities) is not included.

☒ Unsatisfactory
☐ Satisfactory

OVERALL EVALUATION:

I have read this report and discussed it with my evaluator.

Teacher's Comments: (If extra comment area is needed, please attach an additional sheet.)

at this time.

Comments:

There has been no evidence of professional development or growth opportunity at this time.

H. PROFESSIONALISM

☒ U

ALL STAFF SHOULD STRIVE FOR CONTINUED PROFESSIONAL GROWTH OPPORTUNITIES.

Comments:

ALL PROFESSIONAL STAFF SHOULD GIVE ADEQUATE ATTENTION TO PERSONAL AND PHYSICAL CHARACTERISTICS.

☒ S

ALL PROFESSIONAL STAFF SHOULD GIVE ADEQUATE ATTENTION TO PERSONAL AND PHYSICAL CHARACTERISTICS.

☒ U

ALL PROFESSIONAL STAFF SHOULD DEMONSTRATE THE ABILITY TO COMMUNICATE EFFECTIVELY.

☒ U

ALL PROFESSIONAL STAFF SHOULD DEMONSTRATE THE ABILITY TO COMMUNICATE EFFECTIVELY.

F. COMMUNICATION

☒ U

ALL PROFESSIONAL STAFF SHOULD DEMONSTRATE THE ABILITY TO COMMUNICATE EFFECTIVELY.

Action plan.

☒ U

Mrs. deLeon has not sufficiently met the areas of concern outlined in her Action plan.

☒ U

ALL PROFESSIONAL STAFF SHOULD BE DEPENDABLE.

E. DEPENDABILITY

Mrs. deLeon is antagonistic to parents, students and administration. This behavior surfaces in the classroom, in parent conferences and administrative meetings.

☒ U

ALL PROFESSIONAL STAFF SHOULD DEMONSTRATE MATURITY.

☒ U

ALL PROFESSIONAL STAFF SHOULD DEMONSTRATE MATURITY.

☒ U

ALL PROFESSIONAL STAFF SHOULD DEMONSTRATE THE ABILITY TO COOPERATE WITH OTHERS.

☒ U

ALL PROFESSIONAL STAFF SHOULD DEMONSTRATE THE ABILITY TO COOPERATE WITH OTHERS.

ALL PROFESSIONAL STAFF SHOULD DEMONSTRATE THE ABILITY TO COOPERATE WITH OTHERS.

- 1 -

The school district has violated the collective bargaining agreement and legal statutes in their observations and evaluation of Claudette DeLeon. The district issued an unjust and improper evaluation to the grievant on May 30, 2002.

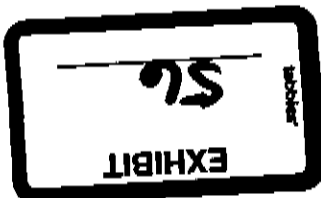
STATEMENT OF GRIEVANCE:

A claim asserting as follows was filed on behalf of Grievant Claudette DeLeon on or about 6-14-02:

PERTINENT SUBJECT MATTER

The undersigned impartial Arbitrator was selected by representatives of Crawford Central School District and of Crawford Central Education Association from a panel furnished by the Pennsylvania Bureau of Mediation to hear and decide a dispute pending between the Parties. Arbitration Hearings were conducted on May 7, June 13, and August 21, 2003 at the District's Administration Offices in Meadville, Pennsylvania. At those times, both sides were represented by Legal Counsel and each of them was afforded fair and ample opportunity to present testimony, exhibits and arguments in support of the respective positions. Records of the proceedings were compiled and subsequently transcribed. After reviewing the complete evidentiary record thus comprised, as well as Post-Hearing Briefs submitted on behalf of the Parties by their Legal Counsel through the mail, the undersigned now enters the following disposition of this controversy.

APPOINTMENT



- 2 -

RELEVANT PORTIONS OF THE COLLECTIVE BARGAINING AGREEMENT

ARTICLE I
RECOGNITION

Unit

The Board hereby recognizes the Association as the exclusive representative for the collective bargaining for all professional employees included in the bargaining unit as certified and determined by the Pennsylvania Labor Relations Board. A copy of said determination is reproduced and made a part hereof. The parties acknowledge that the Directors of Secondary and Elementary Guidance, Testing and Adult Education are encompassed by the term "Guidance Counselors" which appears in the unit description portion of the Certification of Representative below.

ARTICLE III
GRIEVANCE PROCEDURE

A. Definitions

1. Grievance

A "grievance" is hereby defined as:

- a. a claim by an employee or employees regarding the meaning, interpretation or application of any provision in this Agreement

or

- b. that the local school board or its agents have acted inequitably in the application of the terms of this Agreement.

...

- 3 -

parties.
 ciation and shall be final and binding on the
 shall be submitted to the Board and the Asso-
 this Agreement. The decision of the arbitrator
 by law or which is in violation of the terms of
 requires the commission of an act prohibited
 power or authority to make any decision which
 submitted. The arbitrator shall be without
 fact, reasoning and conclusions on the issues
 writing and shall set forth his findings of
 him. The arbitrator's decision shall be in
 and proofs on the issues are submitted to
 then from the date of the final statements

ings, or, if oral hearings have been waived,
 (20) days from the date of the close of hear-
 shall issue his decision not later than twenty
 Association and hold hearing promptly and
 the representatives of the Board and the
 b. The arbitrator so selected shall confer with

trator.
 Mediation Board in the selection of an arbi-
 the rules and procedures of the Pennsylvania
 party. The parties shall then be bound by
 to the Pennsylvania Mediation Board by either
 request for a list of arbitrators may be made
 a commitment within the specified period, a
 agree upon an arbitrator, or to obtain such
 trator to serve. If the parties are unable to
 and shall obtain a commitment from said arbi-
 to agree upon a mutually acceptable arbitrator
 the Board and the Association shall attempt
 written notice of submission to arbitration,
 a. Within ten (10) school days after such

...

6. Level Four - Arbitration

...

C. Time Limits

The purpose of this procedure is to secure at the
 lowest possible level equitable solutions to the
 problems which may from time to time arise affecting
 employees. Both parties agree that these proceedings
 will be kept as informal and confidential as may be
 appropriate at any level of the procedure.

B. Purpose

- 4 -

An employee shall be given a copy of any written observation report. No such report shall be submitted to the central office, placed in the employee's file, or otherwise acted upon without prior review by the employee. The employee shall acknowledge that he/she has had the opportunity to review such material by affixing his/her signature to the copy to be filed with the express understanding that

2. Observation Reports

Evaluations shall be conducted under the provisions of Section 1123 of the School Code and the School District Policy governing the use of Appendix A of the Professional Evaluation Instrument.

1. Basis for Conducting Evaluations

A. General Criteria

ARTICLE XII EMPLOYEE EVALUATION

No professional employee shall be disciplined, reprimanded, reduced in rank or compensation or deprived of any professional advantage without just cause. Any such action asserted by the Board or any agent or representative thereof, shall be subject to the grievance procedure herein set forth. The reasons forming the basis for disciplinary action will be made available to the professional employees and the Association promptly.

A. Just Cause Provision

ARTICLE IV RIGHTS OF PROFESSIONAL EMPLOYEES

c. Costs for the services of the arbitrator, including per diem expenses if any, and actual and necessary travel, subsistence expenses and the costs of the hearing room and arbitration reporter, shall be borne equally by the Board and the Association or the aggrieved party. Any other expenses incurred shall be paid by the party incurring same.

- 5 -

The parties agree that all negotiable items have been discussed during the negotiations leading to this Agreement and that no additional negotiation on this Agreement will be conducted on any item, whether contained herein or not, during the life of this Agreement.

ARTICLE XXV WAIVERS

The exercise of the foregoing powers, rights, authority, duties and responsibilities by the Board, the adoption of policies, rules, regulations and practices in furtherance thereof, and the use of judgment and discretion in connection therewith shall be limited only to the specific and expressed terms of this Agreement and then only to the extent such specific and expressed terms hereof are in conformance with the Constitution and laws of the State of Pennsylvania and the Constitution and laws of the United States.

ARTICLE XXII MANAGEMENT RIGHTS

Notification of rating of temporary professional employees shall be done in accordance with the provisions of Section 1108(a) of the School Code of 1949 as amended and the School District Policy governing the use of Appendix A of the Professional Evaluation Instrument.

4. Rating Reports

The employee shall receive a copy of all rating reports prior to said forms being placed in his/her personnel file. The employee may request a conference to review this rating form with the appropriate administrator.

3. Rating Reports

such signatures in no way indicate agreement with the contents of the report.

- 9 -

SCHOOL CODE

24 PS 11-1123 Rating System

in determining whether a professional employee shall be dismissed for incompetency or unsatisfactory teaching performance as provided for in section 1122(a) of this act, and in rating the services of a temporary professional employee, the professional employee or temporary rating system which shall give due consideration to personality, preparation, technique, and pupil reaction, in accordance with standards and regulations for such scoring as defined by rating cards to be prepared by the Department of Education, and to be revised, from time to time, by the Department of Education with the cooperation and advice of a committee appointed by the Secretary of Education, including representation from district superintendents of schools, classroom teachers, school directors, school supervisors, parents of school-age children enrolled in a public school, a representative from a college or department of education within a higher education institution located within this commonwealth, and such other groups or interests as the Secretary of Education may deem appropriate. Rating shall be done by or under the supervision of the superintendent of schools or, if so directed by him, the same may be done by an assistant superintendent, a supervisor, or, a principal, who has supervision over the work of the professional employee or temporary professional employee who is being rated: Provided that no unsatisfactory rating shall be valid unless approved by the district superintendent.

- 7 -

This grievance concerns an unsatisfactory performance evaluation issued to the Grievant by the Crawford Central School District for the 2001-2002 school year. As has already been suggested, the evidentiary record is quite voluminous and no effort will be made to reiterate all of the testimony and other evidence at this juncture, although it is incorporated fully herein by reference. The most salient aspects of this case will be identified in the course of the analysis which follows.

It is noteworthy however that the Crawford Central School District has utilized an alternative rating form, purportedly consistent with discretion afforded to the District under the Pennsylvania School Code, for many years. The procedure utilized in order to arrive at the Grievant's unsatisfactory performance evaluation is very much at the heart of this dispute. Critical details of that procedure and the relevant legal mandates will be examined hereafter in detail.

Grievant Claudette deLeon is a Spanish teacher at Meadville Area High School where she has taught since 1989. In the course of her career, she has experienced a series of disagreements with the District's Administration as well as emotional depression for which she has sought medical attention. Just prior to the issuance of her unsatisfactory performance evaluation she consented to and was subjected to a psychological examination at the District's expense. She was found to be able to return to work, but was then issued the disputed rating. The grievance form lists the "relief sought" as follows:

BACKGROUND FACTS

- 8 -

The Association insists that the District has failed to follow the proper procedure in issuing the unsatisfactory rating to the Grievant and has abdicated its responsibilities and reneged upon the commitment to teachers made when they collaborated on creating the alternative rating form. It believes that Ms. deLeon's evaluation is fatally flawed and cannot stand for various reasons, including that it was not issued within five days of the final observation preceding the rating and was not adequately substantiated by anecdotal records. It suggests that the requirement that the Grievant submit to a psychological examination was unwarranted and in violation of the Americans With Disabilities Act and that the Grievant was made the victim of a pattern of discrimination. It contends that the Parties' arbitration precedent establishes that the District must have just cause to issue an unsatisfactory rating and has the burden of proof to establish unsatisfactory performance and it argues that the District has failed in its effort to justify its action in this forum. It accordingly requests that the grievance be sustained and that the District be ordered to withdraw the unsatisfactory rating and replace it in the Grievant's personnel record with a satisfactory evaluation for the 2001-2002 school year.

CONTENTIONS OF THE PARTIES

The district should rescind the evaluation and all directives and action plans. The unsatisfactory rating should be replaced with a satisfactory rating.

The District shall cease and desist from any further such action.

The District shall make the grievant whole.

And any other relief, punitive or otherwise, the arbitrator may deem appropriate.

The District maintains that neither the issuance of an "unsatisfactory" rating nor an action plan for improvement is arbitrable under apposite case law in Pennsylvania. It asserts that the action plan issued to the Grievant for the 2001-2002 school year was properly issued and that in fact action plans do not even constitute discipline. In any event, it notes that the Grievant's 2001-2002 action plan was never grieved. It characterizes the Association's arguments regarding potential retaliation, bad faith motives, hidden agenda, etc. as claims that make no sense and lack merit. It submits that the District's offer to allow the Grievant to resign in March of 2002 was legitimately tied to her unstable emotional state and not any evidence of a discriminatory motive. It emphasizes that its witnesses are more credible than the Association's witnesses, especially the Grievant, and it takes the position that the prior arbitration cases involving ratings of this Grievant clearly involved distinguishable facts not germane to the instant case. The District is confident that its issuance of the unsatisfactory rating to the Grievant was proper and it requests for all of these and other reasons that the Arbitrator deny the grievance and uphold its actions in all respects.

- 10 -

part for convenience here as follows:

porting to evidence the basis for that verdict is reproduced in relevant year in question and they must be reviewed. The principal document pur- the causal factors triggering her overall unsatisfactory rating for the school Various alleged deficiencies were cited and relied upon by the District as not at liberty to ignore what the record so emphatically demonstrates.

As to the unsatisfactory rating, this Arbitrator is quite simply

tribunal.

action; accordingly, they are dismissed from further consideration in this any particular threat to the Grievant's status or to constitute disciplinary contrast, the action plans issued to the Grievant have not been shown to pose in violation of Article IV of the Parties' Collective Bargaining Agreement. By most emphatically deprive a professional employee of a professional advantage forum. However, an unsatisfactory rating issued without just cause would ostensibly for her benefit, are arbitrable matters properly brought to this that neither the Grievant's unsatisfactory rating nor action plans it created, As a threshold issue, the District has interposed the argument

that objective.

compelled to straightforwardly address. Effort will be expended to achieve peripheral and to deal from the outset with the crux of the matters he is circumspsect approach here is to cut out those concerns which are ultimately with acute attention to detail, the undersigned believes instead that the more and claims which might be mentioned here and discussed both at length and While the record in this case contains a ponderous array of facts

DISCUSSION AND FINDINGS

- 11 -

Mrs. DeLeon becomes argumentative and derogatory when meeting with administration regarding educational improvements. She continuously looks away or down at the floor when suggestions for improvement are being made.

Comments:
Responds to constructive criticism for improvement of the educational program.
Observes administrative policies while reserving the right to seek change.
Demonstrates ability to work with administrators to achieve educational improvements.
The following criteria are guidelines for consideration:
ALL PROFESSIONAL STAFF SHOULD BE ABLE TO RESPOND EFFECTIVELY TO SUPERVISION.

U

II. PERSONAL CHARACTERISTICS AND TRAITS

Mrs. DeLeon lacks consistency when dealing with matters of discipline in her classroom. Some students are reprimanded for specific behaviors in the classroom while others exhibiting the same behaviors go unattended.

Comments:
Lack of consistency in discipline, interests and needs of students.
Strives to develop self-discipline such as responsible behavior, respect and honesty in the student.
Encourages positive, professional relationship with students.
Attempts to maintain consistency when working with students.
Courteous and tact - is polite, considerate, and respectful with students.
The following criteria are guidelines for consideration:
ALL PROFESSIONAL STAFF SHOULD ENCOURAGE POSITIVE TEACHER - STUDENT RELATIONSHIPS.

U

C. TEACHER - STUDENT INTERACTION

Lack of classroom control has affected the learning process. Students are sleeping in class, drawing pictures and walking freely around room while instruction is going on. Mrs. DeLeon has been unable to implement effective classroom management.

Comments:
Makes effective use of community resources.
Obtains positive reaction from most students.
Strives to maintain interest and curiosity.
Uses a variety of instructional methods.
Uses student's experiences to motivate interest.
Makes explanations clear and concise.
Uses auditory and visual aids purposefully.
The following criteria are guidelines for consideration:
ALL PROFESSIONAL STAFF SHOULD DEMONSTRATE THE ABILITY TO USE APPROPRIATE TEACHING TECHNIQUE TO ENHANCE TEACHER EFFECTIVENESS.

U

B. TECHNIQUE - TEACHING EFFECTIVENESS

ALL PROFESSIONAL STAFF SHOULD DEMONSTRATE THE ABILITY TO USE APPROPRIATE TEACHING TECHNIQUE TO ENHANCE TEACHER EFFECTIVENESS.

Appendix A must be used in conjunction with the Philosophy and Mission Section.

CRAWFORD CENTRAL SCHOOL DISTRICT
Meadville, Pennsylvania
PROFESSIONAL EVALUATION INSTRUMENT

Teacher: Claudette DeLeon
Subject Area: Spanish I
Date: 3/18/07
Grade Level: 9-12
Years of Service as a full-time employee in the District: 12
U - Unsatisfactory

- 12 -

8. ATTITUDE

ALL PROFESSIONAL STAFF SHOULD DISPLAY POSITIVE ATTITUDE TOWARD ACHIEVING EDUCATIONAL GOALS.

The following criteria are guidelines for consideration:
Displays interest, enthusiasm, flexibility and dedication as a teacher.

is polite and considerate.

Comments: Mrs. deLeon will argue with administration, glare at administrators and have emotional outbursts.

ALL PROFESSIONAL STAFF SHOULD DEMONSTRATE THE ABILITY TO COOPERATE WITH OTHERS.

The following criteria are guidelines for consideration:

Maintains sound relationships and works cooperatively with students, parents and school personnel.

Carries out and meets duty assignments regularly.

Comments: Mrs. deLeon has continually ignored the action plan given to her on June 8, 2001. She agreed to this action plan and all points found within, but when we met with her about the plan she continually cites harassment concerning the observations she agreed to. Statements made include "Why am I on an action plan?", "No one else in the district is on one.", "No one else is observed as much as I am."

ALL PROFESSIONAL STAFF SHOULD DISPLAY MATURITY.

The following criteria are guidelines for consideration:

Demonstrates self-confidence and a pleasant disposition toward students, parents and co-workers. Has a sense of humor.

Exhibits integrity, mature behavior and conducts himself in a manner which exhibits professional dignity.

Demonstrates honesty and respect for laws.

Comments: Mrs. deLeon is antagonistic to parents, students and administration. This behavior surfaces in the classroom, in parent conferences and administrative meetings.

9. DEPENDABILITY

ALL PROFESSIONAL STAFF SHOULD BE DEPENDABLE.

The following criteria are guidelines for consideration:

Is responsible in meeting education obligations.

Is punctual in meeting schedules, can be relied upon to take notes initiative

Solves everyday problems realistically.

Record keeping is accurate and reports are submitted promptly and neatly.

Comments: Mrs. deLeon has not sufficiently met the areas of concern outlined in her Action plan.

10. COMMUNICATION

ALL PROFESSIONAL STAFF SHOULD DEMONSTRATE THE ABILITY TO COMMUNICATE EFFECTIVELY.

The following criteria are guidelines for consideration:

Demonstrates appropriate use of language and voice control.

Has listening ability.

Has skill in asking pertinent questions.

Comments: Mrs. deLeon builds walls when communicating with administration and parents. She pays no attention to what administrators are saying by looking away, looking at the floor and arguing. She glares at parents during parent conferences which cause parent conferences to deteriorate rapidly.

- 13 -

*Due to Mrs. deLeon's leave of absence, the Appendix A (Professional Evaluation Instrument) was rescheduled until 5/28/02.

Signature of Evaluator

Signature of Teacher

Unsatisfactory ☐

Satisfactory ☐

OVERALL EVALUATION:

I have read this report and discussed it with my evaluator.

The signature of Mrs. deLeon does not make a statement to the statement made above the form.

Teacher's Comments: (If extra comment area is needed, please attach an additional sheet.)

at this time.

There has been no evidence of professional development or growth opportunities

Comments

is an active member in professional organizations.

Strives to attend workshops, seminars, etc. to provide for professional growth.

The following criteria are guidelines for consideration:

Demonstrates a willingness to serve in a responsible position in local, district or state educational organizations.

ALL STAFF SHOULD STRIVE FOR CONTINUED PROFESSIONAL GROWTH OPPORTUNITIES.

H. PROFESSIONALISM

- 14 -

Interestingly, in a prior arbitration between not only the same Parties but also Grievant deLeon, Arbitrator Ronald F. Talarico had occasion to make certain incisive observations which are eminently apropos in the instant context as well. Those comments are worthy of copying here:

Obviously recognizing the significance that tenure holds for professional employees, the Pennsylvania General Assembly has gone to great lengths in determining the circumstances under which a professional employee may be dismissed for incompetency. Those requirements, set forth in Section 1123 of the Public School Code, require an approved rating system which gives due consideration to certain evaluative categories, and mandates that evaluations be in accordance with standards and regulations prepared by the Department of Public Instruction.

Pursuant to that authority, the Department of Public Instruction promulgated certain regulations found at 22 Pa. Code regarding ratings which use alternative forms:

Section 351.24(d)

"Rating shall be substantiated by anecdotal records and discussed with the employee within five working days after the final observation preceding the rating. The discussion may take place before or after the rating is approved by the Superintendent. The five day limitation may be extended only because of emergency or extenuating circumstances."

Section 351.26(c)

"Whenever an unsatisfactory rating is given, it shall be supported by anecdotal records. The records shall include specific evidence likely to be important in the event of dismissal."

These regulations contain three very critical and basic requirements, i.e. (1) that the rating be substantiated by anecdotal records; (2) that the rating be discussed with the employee within five working days after the final observation preceding the rating; and (3) the five day limitation may be extended only because of emergency or extenuating circumstances.

- 15 -

Accompanying the standardized Professional Evaluation Instrument that the Grievant received on June 6, 1996 is a one page Summative Evaluation Report, which is set forth in its entirety beginning on page 7 of this Opinion. That Report simply references, in a very broad brushed fashion, the following topics:

Therefore, a proper anecdotal record should provide a clear outline for the teacher as to the events that caused the unsatisfactory rating; but perhaps even more importantly, it should reflect what can be done to improve one's performance and correct undesirable behavior. Furthermore, in the event of a dismissal the anecdotal record would, in essence, become a specific statement of the charges against the teacher, and at the same time would help form the basis for any defense of that teacher. If the anecdotal records lack these qualities to any significant degree, the rating must be considered invalid.

The importance of the anecdotal records that must accompany an unsatisfactory rating cannot be overstated. This is an extremely serious situation for any teacher. After having received a first unsatisfactory rating, one's teaching career hangs in the balance because a second unsatisfactory rating will likely trigger a dismissal on the basis of incompetency.

However, there also exists a second and equally important basis upon which to invalidate the unsatisfactory rating given to the Grievant. The School District failed to adequately substantiate its rating by anecdotal records, as is also required by Section 351.24(d). As one might expect, the requirements regarding unsatisfactory ratings are much more specific and rigorous because of the serious consequences that flow from the issuance of such a rating. One of the most repeated admonitions set forth in all of the Department of Education regulations on ratings is that unsatisfactory ratings must be accompanied by appropriate anecdotal records. Although the term anecdotal records is not specifically defined, Section 351.26(c) of the regulations require that anecdotal records "include specific evidence likely to be important in the event of dismissal."

19 Pa. D. & C.3d 147, *171, 1977 WL 190, **13 (Pa.Com.Pl.)

denying the unsatisfactory rating dramatically illustrate this phenomenon. cannot be overlooked. The above-quoted extracts from the document evidence, the blatant deficiencies in the anecdotal support related to her rating relied upon by the District as amounting to "extenuating circumstances." However, fragile state of her psyche during the relevant time frame has been reasonably in effect statutorily fatal to it, the undersigned believes that in fact the discussion of the Grievant's unsatisfactory rating of her as a flaw which is Although the Association has deemed the timing of the District's

** 14 (2) An anecdote is a brief narrative giving the factual details of a specific incident or event. Without factual details, a rating of professional competence or efficiency is virtually worthless and is little more than epithetical opinion. Without supporting factual detail incompetency cannot be found; and without supporting factual detail an unsatisfactory rating is by definition arbitrary. The essentiality of anecdotal support for an unsatisfactory rating is beyond dispute. An anecdotal record of observations of the employee's performance on specific dates and times, and of the factual details of such observations, made contemporaneously with the observations while they are fresh in mind, is so important and so far superior in effectiveness and reliability to any later recital or documentation made for purposes of litigation, as to be worthy of a stringent rule mandating the former.¹

fine anecdotal support as follows:

the Crawford Central Education Association by its Counsel purports to de-

One of the "ATTACHMENTS" or citations submitted on behalf of

However, the comments contained therein are merely vague generalities, lacking specific mention of the necessary particulars....

- (1) Damages to the modular classroom;
- (2) Being tardy for class;
- (3) Unfair treatment of students;
- (4) Sharing confidential information with improper persons; and
- (5) Inconsistencies in the classroom.

- 17 -

It is hard to imagine more emphatic evasion of factual details and plain statement of epithetical opinion than arbitrary categorization of alleged conduct without specific dates, times, and factual details. The rule in Pennsylvania is indeed stringent that observation of a professional teaching employee's performance cannot be denounced only by documentation or recitals made non-contemporaneously with particular alleged events. In this case it appears to be quite clear that none of the general comments entered on Claudette deLeon's "Professional Evaluation Instrument" dated 3/18/02 had anything to do with her performance prior to the month of March 2002. Her emotional distress exhibited on 3/12/02 simply did not, so far as the available information indicates, warrant a premature unsatisfactory rating for the entire 2001-2002 school year without more supportive anecdotal records than the District ever produced.

- 18 -

Pittsburgh, Pennsylvania
January 26, 2004

James Clair Duff
Arbitrator

The grievance is sustained in part; the disputed rating is legally invalid. The Grievant is entitled to be made whole with respect to any professional disadvantage she has been subjected to as a result of this transparent contractual violation. The undersigned impartial Arbitrator retains jurisdiction over this matter for one (1) calendar year from this date to fashion an appropriate remedy.

AWARD

I. Professional Competency

1. Mrs. Claudette deLeon will be required to turn in lesson plans one week in advance for administrative review. Lesson plans must include the lesson purpose, objectives, and teaching strategies to be utilized.

2. The Building Administrators and Assistant Superintendent will observe Mrs. deLeon a minimum of once every two weeks. A post conference will be held in conjunction with a review of the Action Plan after each observation. All observations conducted will not require prior notification.

3. Mrs. deLeon will be required to observe another teacher's classroom every two weeks for the first two 6 week marking periods. A total of 6 observations will be required by the end of the second marking period. A list of teachers will be provided for Mrs. deLeon to observe. Mrs. deLeon will be required to give the teacher 24 hours notice before the observation takes place. Mrs. deLeon will be required to keep a log denoting the date, time, classroom management strategies, and personal reflection of the class observed. Within the first two weeks of the 2nd marking period a meeting will be held to discuss Mrs. deLeon's progress in regards to her Action Plan.

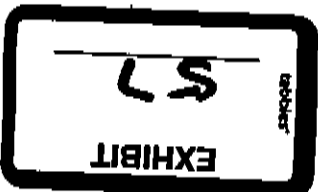
4. Mrs. deLeon will develop a classroom management plan by the beginning of the 2002-2003 school year. This plan will be reviewed and approved by the administration on August 26, 2002.

We believe positive classroom behavior begins with a solid foundation. The following are a few suggestions that will help you start a foundation that you can build from.

A. Think About Your Approach - Take some time to think about the strategies that you plan to use to encourage positive classroom behavior. Clarifying your strategies will make it easier for you to lead the class confidently and effectively.

B. Visualize Possible Challenges - Imagine possible classroom challenges and review your strategies for dealing with them. Having clear-cut strategies will help keep you grounded when these challenges do arise.

Crawford Central School District
Action Plan 2002/2003 School Year
Claudette deLeon



C. Make Your Expectations Clear from the Beginning - Make sure that students know what you expect of them. The classroom rules you present should be positive, specific and concise. You may wish to post them in the classroom or distribute them for students to sign. You should also spell out what will happen if students do not meet expectations.

D. Model Positive Behavior - Occasionally, you may have to remind yourself to follow your own rules. For example, if you ask students not to drink beverages in class, refrain from keeping a cup of coffee on your desk, even if you do not drink it during class.

E. Encourage Your Students - When you praise students who are excelling, don't forget to encourage those who are trying, but struggling. These students often lack confidence and need more positive reinforcement.

F. Show Respect - Showing respect for your students includes listening to their needs and preserving their dignity. It also means living up to their expectations of you, such as greeting them at the beginning of class or returning corrected homework in a timely fashion.

G. Be Consistent - Be sure to address student behavior in a consistent manner. Be wary of shifting strategies when misbehavior occurs. To students, this may show a lack of decisiveness. Find a strategy you like and stick with it.

H. Keep Students Busy and Challenged - Busy students are far less likely to exhibit disruptive behavior. Be sure that students are working at appropriate levels; boredom and frustration often lead to students' acting out.

I. Listen to Students' Suggestions - When building your foundation, you may be able to draw from students' and other teachers' past classroom experiences. Ask students to make suggestions about what should be expected of them and how misbehavior should be addressed. Students are often more responsive to rules they helped create. Once the rules are set for the classroom they should be posted in the classroom. Utilize only 4 - 5 classroom rules that are clear and enforceable.

Creating an environment in which students know and follow the rules is challenging, but not impossible. With a little patience and perseverance, you can lay a foundation for respect and positive behavior in your classroom that lasts all year.

II. Personal Characteristics and Traits

1. Mrs. deLeon must be willing to listen to suggestions administrators are making without becoming confrontational.
2. Mrs. deLeon must remain professional at all times when meeting with Administration and Staff. This will be evidenced by her willingness to concentrate on information being presented and not working on other materials, looking away, having emotional outbursts, and staring at floor.
3. Mrs. deLeon must follow every step of the Action Plan. She will document steps taken as per the Action Plan once every two weeks. This length of time will be reevaluated within the first two weeks of the 2nd marking period.
4. Mrs. deLeon will communicate either verbally or in writing to parents of students exhibiting routine behavioral problems in the classroom. (i.e. talking out, not following classroom rules, out of seat, etc.) She will keep a log of the date and time of contact made or letter sent. Students who continue to misbehave after the classroom management plan has been followed and parental contact has been made are to be referred to the administration. More serious behavioral offenses are to be reported directly to the administration. (i.e. fighting, profanity towards staff, possession/use of tobacco, etc.)
5. Mrs. deLeon should seek out workshops, seminars, and conferences that address the areas of improvement cited in the Action Plan and Appendix A. Some of these areas include, but are not limited to, classroom management, communication, discipline techniques, and positive interactions with people in the workplace.
6. The administration will be available at anytime with reasonable notice to assist you in areas, such as; professional development, classroom management, and effective communication.

PC: Charles E. Heller III, Ass't. Superintendent
George H. Deshner, Principal
Dan Hootman, President of CCEA
Personnel File

Thank you,
John C. Higgins
Assistant Principal

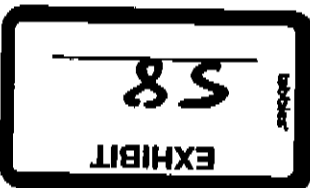
The Action Plan developed on June 7, 2002 required you to observe another teacher's classroom every two weeks for the first two 6-week marking periods. A total of 6 observations will be required by the end of the second marking period. To assist you in meeting this requirement we have provided a list of possible teachers that have agreed to open their classrooms to you.

We require that you give the teacher 24 hours notice before the observation takes place. You will be required to keep a log denoting the date, time, classroom management strategies and personal reflection of the class observed. Within the first two weeks of the 2nd marking period a meeting will be held to discuss your progress in regards to the Action Plan. If you have any questions please do not hesitate to contact one of the administrators in the main office.

Mrs. deLeon,

8/30/02

George H. Deshner
Principal
John C. Higgins
Assistant Principal
James T. Morgan Jr.
Assistant Principal
Don C. Apel
Guidance Director
John S. Wane
Athletic Director



930 North Street
Meadville, Pennsylvania 16335-2199
Telephone: (814) 336-1121
Fax: (814) 337-1486

Meadville Area Senior High School



The following teachers have agreed to open their classrooms to you:

1. Donna Lewis
2. Chuck Jones
3. Doug Mehek
4. Sean Brown
5. Carl Roznowski
6. Barbara Kurtz
7. Al Hartick
8. Sue Farlas

13

[illegible]

2

KOSNAC, JACK	B31	LEWIS, DONNA	A25	MOOK, SAUNDRA	A26	1ST SEMESTER SCHEDULE	1ST SEMESTER SCHEDULE
1 PLAN	PLAN	PLAN	PUBLIC SPEAKING				
2 CREATIVE WRITING	INTRM COMP	APPLIED COMMUN IV					
3 CREATIVE WRITING	STUDYHALL - CAFE	PLAN					
4 SECONDARY LANG ARTS	AMERICAN HERITAGE	HUMANITIES ENGLISH					
5 SECONDARY LANG ARTS	INTRM COMPOSITION	HUMANITIES ENGLISH					
6 CAFE DUTY-B&C LUNCH-A	APPLIED COMMUN II	ADVANCED COMP					
7 ENGLISH - ACAD	APPLIED COMMUN II	ADVANCED COMP					
8 ADVANCED COMP	20TH CEN AM LIT	DEPARTMENT					
2ND SEMESTER SCHEDULE	2ND SEMESTER SCHEDULE	2ND SEMESTER SCHEDULE					
1 MYTHOLOGY	COMMUN TECHNIQUE	ENGLISH LIT					
2 PLAN	COMMUN TECHNIQUE	APPLIED COMMUN IV					
3 WORLD LIT	STUDYHALL - CAFE	PLAN					
4 SECONDARY LANG ARTS	MYTHOLOGY	WORLD LIT					
5 SECONDARY LANG ARTS	PLAN	ENGLISH LIT					
6 CAFE DUTY-B&C LUNCH-A	APPLIED COMMUN II	DEPARTMENT					
7 ENGLISH - ACAD	APPLIED COMMUN II	WORLD LIT					
8 WORLD LIT	COMMUN TECHNIQUE	ENGLISH LIT					

ENGLISH 2002-2003

16

KENNEDY, PATRICIA	C15	KURTZ, BARBARA	PARIS, HEATHER	1ST SEMESTER SCHEDULE
1 MIDDLE SCHOOL	SPANISH II	MIDDLE SCHOOL		
2 MIDDLE SCHOOL	SPANISH II	MIDDLE SCHOOL		
3 MIDDLE SCHOOL	PLAN	MIDDLE SCHOOL		
4 MIDDLE SCHOOL	SPANISH V	MIDDLE SCHOOL		
5 MIDDLE SCHOOL	SPANISH II	MIDDLE SCHOOL		
6 MIDDLE SCHOOL	CAFE DUTY-A&C LUNCH-B	MIDDLE SCHOOL		
7 MIDDLE SCHOOL	SPANISH IV	FRENCH I	MS - 216	
8 SPANISH III	MS-202SPANISH IV	FRENCH II		
2ND SEMESTER SCHEDULE	2ND SEMESTER SCHEDULE	2ND SEMESTER SCHEDULE		
1 MIDDLE SCHOOL	SPANISH II	MIDDLE SCHOOL		
2 MIDDLE SCHOOL	SPANISH II	MIDDLE SCHOOL		
3 MIDDLE SCHOOL	PLAN	MIDDLE SCHOOL		
4 MIDDLE SCHOOL	SPANISH V	MIDDLE SCHOOL		
5 MIDDLE SCHOOL	SPANISH II	MIDDLE SCHOOL		
6 MIDDLE SCHOOL	CAFE DUTY-A&C LUNCH-B	MIDDLE SCHOOL		
7 MIDDLE SCHOOL	SPANISH IV	FRENCH I	MS - 216	
8 SPANISH III	MS-202SPANISH IV	FRENCH II		
2ND SEMESTER SCHEDULE	2ND SEMESTER SCHEDULE	2ND SEMESTER SCHEDULE		
1 MIDDLE SCHOOL	SPANISH II	MIDDLE SCHOOL		
2 MIDDLE SCHOOL	SPANISH II	MIDDLE SCHOOL		
3 MIDDLE SCHOOL	PLAN	MIDDLE SCHOOL		
4 MIDDLE SCHOOL	SPANISH V	MIDDLE SCHOOL		
5 MIDDLE SCHOOL	SPANISH II	MIDDLE SCHOOL		
6 MIDDLE SCHOOL	CAFE DUTY-A&C LUNCH-B	MIDDLE SCHOOL		
7 MIDDLE SCHOOL	SPANISH IV	FRENCH I	MS - 216	
8 SPANISH III	MS-202SPANISH IV	FRENCH II		

CRAWFORD CENTRAL SCHOOL DISTRICT

Teacher's Name: Michelle DeLeon Date: 9/15/02 School: MASH

Length of Observation: 30 minutes Observer: SPRASHI I.
 Number of Observations: 1 Date: 9/15/02
 Add: SPRASHI I.
 Add: SPRASHI I.
 Add: SPRASHI I.

Preparation - Planning

- (1) Lesson plan, evidence
- (2) Planning materials, clear and accurate
- (3) Plan or purpose
- (4) Provision of materials/equipment
- (5) Instructional materials/equipment
- (6) Teacher's knowledge of subject matter
- (7) Teacher's knowledge of students
- (8) Teacher's knowledge of instructional strategies
- (9) Instructional materials/equipment
- (10) Instructional materials/equipment
- (11) Instructional materials/equipment
- (12) Instructional materials/equipment
- (13) Instructional materials/equipment
- (14) Instructional materials/equipment
- (15) Instructional materials/equipment

Teacher - Student Interaction

- (1) Demonstration, strategy and task
- (2) Instruction, strategy and task
- (3) Instruction, strategy and task
- (4) Instruction, strategy and task
- (5) Instruction, strategy and task
- (6) Instruction, strategy and task
- (7) Instruction, strategy and task
- (8) Instruction, strategy and task
- (9) Instruction, strategy and task
- (10) Instruction, strategy and task
- (11) Instruction, strategy and task
- (12) Instruction, strategy and task
- (13) Instruction, strategy and task
- (14) Instruction, strategy and task
- (15) Instruction, strategy and task

Management and Organization

- (1) Control and direction
- (2) Attention to health and safety needs of students
- (3) Attention to health and safety needs of students
- (4) Attention to health and safety needs of students
- (5) Attention to health and safety needs of students
- (6) Attention to health and safety needs of students
- (7) Attention to health and safety needs of students
- (8) Attention to health and safety needs of students
- (9) Attention to health and safety needs of students
- (10) Attention to health and safety needs of students
- (11) Attention to health and safety needs of students
- (12) Attention to health and safety needs of students
- (13) Attention to health and safety needs of students
- (14) Attention to health and safety needs of students
- (15) Attention to health and safety needs of students

Comments & Recommendations

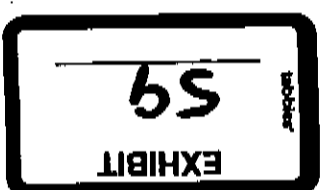
See Attachment

Observer's Signature: [Signature]

Teacher's Signature: [Signature]

Title Assistant Principal
 Date: 9/15/02

- 1. Make copy remaining with teacher.
- 2. Yellow copy to principal.
- 3. Pink copy to personnel file.



You need to work on the following areas to improve your performance:

Preparation - Planning

Align or purpose - Clear and Attainable

Instructional Techniques/Effectiveness

Introduction and motivation
Learning experience consistent with purpose/planning
Students encouraged with appropriate reinforcement
Teacher awareness of student understanding of lesson objectives
Time on task

Teacher - Student Interaction

Maintains consistency when working with students
Students involvement - participate actively
Encourages good work/study habits

Personal Characteristics

Demonstrates sound instructional judgment
Demonstrates sound professional judgment
Mindful of student confidentiality
Exhibits: poise, composure, enthusiasm and sense of humor

Management and Organization

Control and discipline - firm, fair and sympathetic
Establishes/follows classroom routines and procedures
Maintains accurate records

We believe positive classroom behavior begins with a solid foundation. The following are a few suggestions that will help you start a foundation that you can build from.

- A. **Think About Your Approach** - Take some time to think about the strategies that you plan to use to encourage positive classroom behavior. Clarifying your strategies will make it easier for you to lead the class confidently and effectively.
- B. **Visualize Possible Challenges** - Imagine possible classroom challenges and review your strategies for dealing with them. Having clear-cut strategies will help keep you grounded when these challenges do arise.
- C. **Make Your Expectations Clear from the Beginning** - Make sure that students know what you expect of them. The classroom rules you present should be positive, specific and concise. You may wish to post them in the classroom or distribute them for students to sign. You should also spell out what will happen if students do not meet expectations.
- D. **Model Positive Behavior** - Occasionally, you may have to remind yourself to follow your own rules. For example, if you ask students not to drink beverages in class, refrain from keeping a cup of coffee on your desk, even if you do not drink it during class.
- E. **Encourage Your Students** - When you praise students who are excelling, don't forget to encourage those who are trying, but struggling. These students often lack confidence and need more positive reinforcement.

- F. **Show Respect** - Showing respect for your students includes listening to their needs and preserving their dignity. It also means living up to their expectations of you, such as greeting them at the beginning of class or returning corrected homework in a timely fashion.
- G. **Be Consistent** - Be sure to address student behavior in a consistent manner. Be wary of shifting strategies when misbehavior occurs. To students, this may show a lack of decisiveness. Find a strategy you like and stick with it.
- H. **Keep Students Busy and Challenged** - Busy students are far less likely to exhibit disruptive behavior. Be sure that students are working at appropriate levels; boredom and frustration often lead to students' acting out.

I. **Listen to Students' Suggestions** - When building your foundation, you may be able to draw from students' and other teachers' past classroom experiences. Ask students to make suggestions about what should be expected of them and how misbehavior should be addressed. Students are often more responsive to rules they helped create. Once the rules are set for the classroom they should be posted in the classroom. Utilize only four to five classroom rules that are clear and enforceable.

Creating an environment in which students know and follow the rules is challenging, but not impossible. With a little patience and perseverance you can lay a foundation for respect and positive behavior in your classroom that lasts all year.

You need to work on the following areas to improve your performance:

Preparation - Planning

Aim or purpose - Clear and Attainable

Instructional Techniques/Effectiveness

Introduction and motivation
Learning experience consistent with purpose/planning
Students encouraged with appropriate reinforcement
Teacher awareness of student understanding of lesson objectives
Time on task

Teacher - Student Interaction

Maintains consistency when working with students
Students involvement - participate actively
Encourages good work/study habits

Personal Characteristics

Demonstrates sound instructional judgment
Demonstrates sound professional judgment
Mindful of student confidentiality
Exhibits: poise, composure, enthusiasm and sense of humor

Management and Organization

Control and discipline - firm, fair and sympathetic
Establishes/follows classroom routines and procedures
Maintains accurate records